 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Kaitlyn Bowie** **Lesson #: 2 Facet: Explain**

**Grade Level:** 7 **Numbers of Days: 2-3**

**Topic: "The Golden Compass"**

**PART I:**

**Objectives**

Student will understand that there are a wide array of themes in every piece of literature. Student will know the meaning of theme and moral. Student will be able to connect with the literature on a deeper level of understanding. Product: Brochure

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 7
* **Domain:** Reading- Literature
* **Cluster:** Key Ideas and Details
* **Standard:** (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**Rationale:** I am teaching students how to identify themes in a piece of literature in order to help strengthen their reading comprehension and analyses.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Students will pair up and give each other feedback on their brochures, which they will then revise if they see fit based off of the feedback they received.

**Section II – timely feedback for products (self, peer, teacher)**

I will then give them a final grade based off of the required elements on a rubric.

**Summative (Assessment of Learning):**

Students will create a brochure that advertises and describes the themes they pulled from the short story I read aloud to them, "The Monkey's Paw." The must use at least three themes, but preferably no more than five.

**Integration**

**Technology:** Students will use one of the brochure templates offered in Microsoft Word to advertise the themes from "The Monkey's Paw" in a way that utilizes both visual and text aspects.

**Content Areas:** I am integrating Art into my lesson by having students create a visually appealing brochure who's information is supported by images the students may create themselves, manipulate, or have found elsewhere.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

I am using the graphic organizer spider map to help students brainstorm themes while I read them a short story. I am using the cooperative learning structure Gallery Walk to give students a chance to see what themes their peers brainstormed, and see if there were any unique ones they did not think of on their own. After the Gallery Walk, students will have the opportunity to add themes to their spider map if their peers suggested ones they themselves had not considered.

**Section II – Groups and Roles for Product**

Students will pair up and give each other verbal feedback on their brochures. The feedback will entail such things as spelling and grammatical errors, effectiveness of graphics, and accuracy of the person's chosen themes. They may also make notes of their brochures, which they will then revise for their final product. Then I will give them a final grade based off of the required elements on a pre-made rubric.

**Differentiated Instruction**

**MI Strategies**

**Logical:** These students will enjoy formatting their brochure in a way that best, in their eyes, presents the themes they picked out from "The Monkey's Paw."

**Verbal:** These students will enjoy conversing with other students and comparing the themes they picked out from "The Monkey's Paw," to those of their peers.

**Visual:** These students will enjoy seeing the different ways in which the themes are being advertised with different images and colors.

**Intrapersonal:** These students will enjoy being able to look at each brochure and mentally digest the different themes people have picked out from "The Monkey's Paw."

**Interpersonal:** These students will enjoy comparing their choice of themes in their brochure to those used by their peers, and explaining their reasoning behind those themes.

**Kinesthetic:** These students will enjoy the Gallery Walk and getting the chance to walk around and see the different brochures themes that people picked out from "The Monkey's Paw."

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:** Absent students will be expected to check the class wiki to see what they have missed. The wiki will list what we talked about in class that day, any important notes, and PDF's of homework and handouts. If they have any questions, I encourage them to either schedule a meeting time with me, email me, or come during my office hours. The assignment(s) will be due the day following their return by the end of class that day.

**Extensions**

**Type II technology:** Brochure

**Gifted Students:** Will have the option of selecting one theme and dedicating an entire brochure to how that theme connects to "The Monkey's Paw."

**Materials, Resources and Technology**

* *Some form of "They Monkey's Paw " short story.*
* *Student sample of what the brochure should look like.*
* *Spider Map graphic organizer.*
* *Tape*
* *Laptops*
* *Some classical music to play quietly during Gallery Walk.*

**Source for Lesson Plan and Research**

*[The Monkey's Paw](http://www.online-literature.com/donne/1743/" \t "_blank)*

<http://www.online-literature.com/donne/1743/>

This is a link to the digital version of "The Monkey's Paw" that student will be able to access on the class wiki if they wish to reread certain parts or examine the text itself.

[Spider Map Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/spider.pdf" \t "_blank)

<http://www.eduplace.com/graphicorganizer/pdf/spider.pdf>

This is a link to the graphic organizer used in this lesson that students will complete while I am reading "The Monkey's Paw." It will then be used as a resource when they are creating their brochures.

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

**Day 1 (80 minutes)**

1- Hand out the Spider Map graphic organizer and explain to students what they need to write on it. (10)

2- Read aloud "The Monkey's Paw." (15)

3- Let students fill out web. (15)

4- Have students tape their webs around the room (i.e on the wall, on the white board, on a bookshelf, etc.) and examine the themes their peers pulled from the story. (10)

5- Let students retrieve their webs, discuss their observations, and make any additions they would like to it. (15)

6- Explain the Brochure project and hand out rubric. (15)

**Day 2 (80 Minutes)**

1- I will give each student a numbered piece of paper as they walk in and they will pair up with the student with the corresponding number. (5)

2- Paired students will share their brochures with one another and will give each other constructive feedback. (40)

3- Students will then make corrections to their brochures and hand in their final product before the end of class. (35)

My classroom will be set up with students set up into even numbered groups, at least two, but no more than four. Students will understand that there are a wide array of themes in every piece of literature. Students will be able to connect with the literature on a deeper level of understanding. *They will be able to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text*. I will begin class by handing out a Spider Map graphic organizer to each student and explaining that while I am reading aloud "The Monkey's Paw" to them, I want them to decide what themes are evident in this story. Each theme that they write down will also include a small explanation statement, so that they and their peers can see their thought process. I will require that each student identifies at least one theme, and may have up to eight themes on their graphic organizer. By doing this I am helping students to better analyze texts and identifying how a theme plays into a piece of literature.

**Where, Why, What, Hook MI Tailor's:** Logical, Visual, Interpersonal, and Intrapersonal.

Students will know the meaning of theme and moral (see content notes).I am using the graphic organizer spider map to help students brainstorm themes while I read them "The Monkey's Paw" by W. W. Jacobs. I am using the cooperative learning structure Gallery Walk to give students a chance to see what themes their peers brainstormed, and see if there were any unique ones they did not think of on their own. During the Gallery Walk students will be encouraged to converse about the themes that they see on the graphic organizers, and I will be joining them in the Gallery Walk. This will allow me to see the thought process my students used in identifying themes, and to participate in their conversations to help encourage discussions and help clarify for any students who are still confused. After the Gallery Walk we will reconvene as a class and discuss the kinds of themes that students identified themselves, and what they saw that their peers had identified.

**Equip, Explore, Rethink, and MI Tailor's:** Verbal, Logical, Visual, Kinesthetic, Interpersonal, and Intrapersonal.

They will also be able to add to their organizers if they wish to do so. I am helping students to learn how to pick out themes from a text by deciding what they think are themes in a text and explaining/defending their observations. Students will create a brochure that advertises and describes the themes they pulled from the short story I read aloud to them. They are encouraged to utilize a complimentary balance of text to graphics that results in a product that is both visually appealing and easy to understand.

Someone who has never read "The Monkey's Paw" should be able to look at the student's brochure and understand the basic plot of the story through the themes advertised int he brochure. Students will pair up and give each other feedback on their brochures based on the project rubrics given to them, which they will then revise. If a student does wish to present their brochure to the class as a whole, I will allow for a brief presentation and feedback session. However, this will be done at my discretion.

**Explore, Experience, Rethink, Revise, Refine, and MI Tailor's:** Verbal, Logical, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.

Students will self-assess by listening to the constructive feedback given to them verbally by their peers about their brochures about "The Monkey's Paw." Using this feedback, student's will be allowed time to make corrections and additions to their brochures before handing it in to me by the end of class (or start of the next class if there are time constraints) for a final grade. This lesson will help students learn to distinguish themes in a piece of literature in a hands-on way that will appeal to a multitude of learners. This will prepare them for the next lesson when I will have them begin reading "The Golden Compass" and will be keeping track of theme they encounter and how they play into the overall plot. The use of images in their brochure will familiarize them with securing media, a skill which they will later use in their Glogster and Digital Portfolio.

**Evaluate, MI Tailor's:** Interpersonal, Intrapersonal, Logical, and Visual.

**Content Notes**

*Students will know how to identify themes and be able to describe the role they play in a piece of literature.*

As students enter the classroom and take their seats I will pass out a Spider Map graphic organizer to each one. I will have these organizers pre-printed and organized by each class. I will explain to the students that they will write "The Monkey's Paw" in the center of their map, and will then proceed to identify and briefly explain the themes they pick out from "The Monkey's Paw" while I read it aloud to them. I will allow for about 10 minutes, 15 if students seem to need it, after I have finished the story for students to finish up their maps. I will have a printed copy of "They Monkey's Paw" on my desk along with the handouts, as well as a link to a digital version of the story on our class wiki page.

Once students have finished with their initial observations, they will tape their graphic organizers on the walls around the classroom in order for them to do a Gallery Walk. Students will have 10-15 minutes to walk around the room and examine and discuss the themes and explanations their peers have put on their organizers. Each student must have at least one theme, but no more than eight on their organizer. I will walk around with the students in order help encourage and facilitate on-topic discussions and to clarify any confusion students might still have. Will then allow for about ten minutes for students to make additions/corrections to their organizers. While they are doing this I will hand out the project descriptor for their theme brochures.

Students will create a brochure explaining and advertising the themes they identified in "The Monkey's Paw," utilizing the observations and explanations they made on their graphic organizers. I will walk students through Micorsoft Word to the brochure publisher outline that they provide and have them label the page numbers so they will be able to plan out the order in which they wish to present the themes. Students may use pictures from the Internet, or they may take/draw their own images, so long as credit is given where it is due. The assignment must be completed by the next time we meet as a class.

**Handouts**

* Spider Map Graphic Organizer
* Theme Brochure project descriptor

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** This learning style is met through the use of the Spider Map graphic organizer and the clear instructions I will give them with each step. They will also enjoy have the opportunity to test their identifying and observation skills on a smaller piece before moving onto a full text in the next lesson.

***Microscope***: This learning style is met by students taking these themes that they have identified and explaining their thought process, and backing up these themes in their brochure with solid textual evidence that connects to the overall plot of "The Monkey's Paw." These learners will also be analyzing the text and picking out themes their peers might not have considered, and being able to present new discussion material to the group.

***Puppy:*** This learning style will is met through the upheld requirements of respect in the classroom. They will not be judged on their chosen themes and explanations, and will be given the option to build upon them once they have had the opportunity to discuss with their peers.

***Beach Ball:*** This learning style is met through the flexibility and open-opinions students are allowed to have when selecting themes that they feel connects to the overall plot of "The Monkey's Paw." They will also be encouraged to engage in active discussions about the displayed themes during our Gallery Walk with their peers.

***Rationale:*** This lesson meets the standard by allowing students to practice their skills at identifying a theme in a piece of text and explaining the significance it plays in the overall plot.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:*** Students will pair up and give each other feedback on their brochures, which they will then revise.

***Summative:*** Students will create a brochure that advertises and describes the themes they pulled from the short story I read aloud to them, "The Monkey's Paw." They must use at least three themes, but preferably no more than five.

***Rationale:*** This will assess whether or not students understand how to identify themes in a piece of literature and will be able to apply this skill to a larger piece of literature. By receiving feedback from their peers, students will be able to gauge whether or they fully grasp this skill, and whether or not they will be able to back up their chosen themes and connect them to the overall plot of the text.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:*** Students will know that there are a wide array of themes in every piece of literature. Student will know the meaning of theme and moral.

***MLR or CCSS:* Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 7
* **Domain:** Reading- Literature
* **Cluster:** Key Ideas and Details

**Standard:** (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

***Facet: Explain***

***Rationale:*** This lesson can be adapted in a multitude of ways that meet all the levels of MI and all four categories of Learning Styles.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Verbal:** These students will enjoy conversing with other students and comparing the themes they picked out from the short story, to those of their peers.

**Logic:** These students will enjoy formatting their brochure in a way that best, in their eyes, presents the themes they picked out from the short story.

**Visual:** These students will enjoy seeing the different ways in which the themes are being advertised with different images and colors.

**Kinesthetic:** These students will enjoy the Gallery Walk and getting the chance to walk around and see the different brochures themes that people picked out from the short story.

**Interpersonal:** These students will enjoy comparing their choice of themes in their brochure to those used by their peers, and explaining their reasoning behind those themes.

**Intrapersonal:** These students will enjoy being able to look at each brochure and mentally digest the different themes people have picked out from the short story.

***Type II Technology: Microsoft Word***

***Rationale:*** Microsoft Word is a program that offers a multitude of product templates including one for a brochure. This allows for students to preview their layout to make sure there are no mix-ups on page order. This program also allows for students to utilize a multitude of images, drawings, and photographs in order to make their brochure visually appealing. Students will be very familiar with this program and will allow for minimal technical confusion.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** C. I meet this standard in my second lesson by giving students multiple opportunities to converse/compare/and receive constructive feedback from their peers and then taking that new knowledge in order to build upon/improve their graphic organizers and brochure. Through this reflection and refinement students will be able to understand where their explanation fell short and/or what themes may fit the text better than others.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own prgress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** A. I meet this standard in my second lesson by having students use the Microsoft Word program publisher template in order to create an easy to follow layout for their brochure. This program also allows for students to be as creative as they wish in terms of formatting and graphic design using their laptops/computers.